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17. ABSTRACT (MAX. 250 WORDS)

Identification of mentally gifted students was based on a score of 130 or above on the Revised Stanford-Binet scale, a score at or above the 98th percentile on a group test of mental ability and a standardized test of reading or mathematics achievement, and the judgments of teachers, psychologists, and school administrators.

The general educational objectives were that gifted children should obtain at an earlier age most objectives that other children receive and that they should be obtained to a greater degree by gifted children. Also the objectives of education for gifted children should not differ materially from those of all other children. The most important areas of objectives for gifted children were effective thinking, basic skills, citizenship, understanding of environment, appreciation of beauty, world understanding, character and human relations, and vocational competence.

Grading gifted children in relation to the total school population and not as a separate group should be the rule. These gifted children should not receive less than a "B".

Areas for study in secondary education included those areas in elementary education, but with a greater emphasis on depth. Some areas stressed were communication, reference activities, and enrichment in science and mathematics.

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RICHMOND SCHOOLS
James L. Merrihew, Superintendent
1108 Bissell Avenue
Richmond, California

# REGULATIONS AND PROCEDURES

# RELATED TO

# SPECIAL EDUCATIONAL PROGRAMS

# FOR

# MENTALLY GIFTED MINORS

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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September, 1963

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# Excerpts From California Administrative Code, Title 5

## Section 199.11 Identification of Mentally Gifted Minors

(a) The responsibility for the identification of pupils as mentally gifted minors shall rest with the administrative head of the school district or an employee of the district designated by him. Such identification shall be based upon a study of all available evidence as to a pupil's general intellectual capacity made by a committee consisting of the school principal, a classroom teacher who is familiar with the school work of the pupil, a school psychologist or other pupil personnel worker who is fully qualified to administer and interpret tests of mental ability, and any other person or persons designated by the district employee responsible for making the identification.

(b) Among the items of evidence available concerning the general intellectual capacity of each pupil for whom an excess cost reimbursement is claimed under the provisions of Education Code Section 6425 shall be one of the following:

(1) A score on an individual intelligence test, such as the Revised Stanford-Binet Scale, Form L-M, representing an intelligence quotient of 130 or above, administered by a person credentialed for this purpose by the State Board of Education.

(2) A score at or above the 98th percentile on a group test of mental ability and a score at or above the 98th percentile on a standardized test of reading achievement or arithmetic achievement, each test having been administered within a period of no more than 36 months of the date of identification. Beginning July 1, 1963, the tests used for this purpose must be chosen from a list of tests approved by the State Board of Education under the provisions of Education Code Section 12821.

(3) The judgments of teachers, psychologists, and school administrators and supervisors who are familiar with the demonstrated ability of the minors provided that not more than three (3) percent of the pupils for whom an excess cost reimbursement is claimed shall be identified on such judgments alone.

(c) The evidence described in paragraph (b) (1) above shall be required for all gifted minors enrolled in kindergarten and in grades 1 through 3. Beginning July 1, 1965, such evidence shall be required for all gifted minors enrolled in grades 4 through 6 except those who may be identified under paragraph (b) (3) above.

Section 199.12 Minimum Standards for Programs for Mentally Gifted Minors

Programs provided for mentally gifted minors shall meet the following standards:

(a) A pupil placed in the program shall be identified in accordance with the provisions of Section 199.11, and shall be assigned to a program suited to his abilities and needs as determined by the committee described in Section 199.11.

(b) Individual case study records shall be maintained for all pupils placed in the program.

(c) Consent of a parent, guardian, or other person having actual custody and control of said minor shall be a prerequisite to participation in the program.

(d) A written plan for the program shall be available for public inspection on the same basis as is the district course of study. The written plan shall describe:

(1) The purposes of the program including the general goals which pupils are expected to achieve.

(2) The special activities to be carried on as a part of the program.

(3) The special facilities and special materials to be used in connection with the program.

(4) The methods to be used in evaluating the success of the program.

(e) Programs shall be one or more of the following types:

(1) Programs in which pupils remain in their regular classrooms but participate in additional educational activities planned to suit their special abilities and interests, use advanced materials, and/or receive special help, directly or indirectly, through persons other than the regular classroom teacher.

(2) Programs in which pupils are provided with instruction by the school of attendance either through correspondence courses specified in Education Code Section 8301 and Section 101 of this title or by special tutoring.

(3) Programs in which pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advanced work.

(4) Programs in which high school pupils for a part of the day attend classes conducted by a college or junior college.

(5) Programs in which pupils participate regularly on a planned basis in a special counseling or instructional activity carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom.

(6) Programs in which special classes are organized to provide advanced or enriched work for pupils with superior mental ability during the regular school year or during a summer session. Such special classes may be in single subjects or may include more than one subject. They may be scheduled for a part or all of a school day.

(f) A program shall be maintained on a regular basis for at least 17 weeks of a semester or for at least 34 weeks of an annual school term. In a school which is not organized on the semester basis, one-half of the days the regular day schools are maintained shall be deemed the equivalent of a semester.

(g) A program provided as a part of an approved summer school meeting the time requirements set forth in Section 117 and which program is conducted for a minimum of 55 minutes for each day on which the summer school is maintained, shall be deemed to be the equivalent of a program conducted for a semester. A pupil participating in such a program in an approved summer school for a total of 20 days during a fiscal year may be counted as a participating pupil. The Fourth of July may be counted as one of such days even though the school is not maintained on that day.

Section 199.14 Excess Expense -- Definition

(a) "Excess expense" for special educational programs for mentally gifted minors is the current expense of "Instruction," "Pupil Transportation," and "Fixed Charges," as defined in the October, 1961 Bulletin of the California State Department of Education entitled California School Accounting Manual, incurred solely for providing the special program. The expense shall be readily identifiable in the accounting records of the district.

(b) The expense incurred shall be on account of and because of a transaction which can be verified as being directly related to pupils enrolled during the fiscal year in the special program and which would not have occurred had the program not been initiated.

(c) The expenses of "Instruction," "Pupil Transportation," and "Fixed Charges" used as a basis for computing allowances shall be reported in compliance with instructions on forms prescribed and furnished by the Superintendent of Public Instruction and shall be subject to the approval of the Superintendent of Public Instruction.

(d) Current expenses of "Instruction," as defined in this article, include expenses for the following purposes: identification of pupils; individual counseling with pupils and/or parents; special consultant services; special instructional materials; special instructional services; in-service education for teachers; textbooks and other books; special tutoring service; other purposes as approved by the Superintendent of Public Instruction.

| Note: | No equipment, except maps, charts and globes, may be charged to this budget category. Maps, charts and globes must be ordered on Purchase Requisitions. |
|---|---|

## General Educational Objectives

A study[1] made under the auspices of the California Advisory Council by Dr. Donald J. Kincard of the Los Angeles City Schools involved the reaction of six representative groups in evaluating the relative importance of 119 objectives of education for gifted children. The groups involved were: general elementary supervisors, elementary principals, sixth grade teachers, guidance directors, parents and eleventh and twelfth grade gifted pupils.

In general, it was concluded that:

a. objectives of education for gifted children should not differ materially from those for all children.

b. gifted children should attain most objectives of education at an earlier age than other children.

c. objectives of education should be attained to a greater degree by gifted children.

d. the most important areas of objectives for gifted children are effective thinking, basic skills, citizenship, understanding of environment, appreciation of beauty, world understanding, character and human relations, vocational competence.

---

[1] Kincard, Donald J. Objectives of Education for Gifted Children in California Elementary Schools, California Advisory Council on Educational Research, 1956.

For these and other reasons, the program in the Richmond Schools will generally be Type 1, Enrichment in the Regular Classroom, as described in Section 199.12, Paragraph e (1) of Title 5. Secondary schools will follow the Course Offerings and Related Policies manual in programing gifted pupils. Elementary schools will follow The Intellectually Gifted Child in the Richmond Elementary Schools manual.

RICHMOND SCHOOLS
James L. Merrihew, Superintendent
1108 Bissell Avenue
Richmond, California

July 26, 1963

TO: All Principals

FROM: Robert J. Griffin

SUBJECT: Procedures for Identifying, Programing and Accounting for Gifted Pupils Under Reimbursement Provisions of Gifted Pupil Reimbursement Bill of 1962 (Art. 23, Chap. 1, Title 5, California Administrative Code)

---

1. As a result of our initial applications last year, both school districts will receive some monies in reimbursement for excess expenditures incurred in the identification and instruction of pupils qualifying as gifted under terms of the bill. However, with a set of more systematic procedures, we will be able to recover additional funds, thus making it possible to expend more for the education of these more capable pupils.

2. A per capita budget figure will be established for each pupil qualifying under the provisions of the bill. For budget purposes, the actual number of such identified pupils in each school on October 31 of each year will constitute that school's budget entitlement. Each principal will be notified of his school's budget entitlement in this area, after October 31.

3. Mr. Hearne will supply each school with a list of qualified pupils from test data accumulated during the previous one to three years.

4. The Cumulative Record folders and Academic Record Cards of these pupils should be specially identified by tagging with RED tape next to the name.

5. A parent permission slip (Form #608), available on warehouse requisition, must be secured for each qualified pupil to be counted for reimbursement purposes. The slip should be accompanied by a brief explanation of the program so that parents may understand. Signed approval slips should then be filed in the pupil's Cumulative Record folder.

6. In the event that parents prefer not to sign the parent permission slip, the pupil may not be counted for reimbursement purposes. The RED tape should be removed from the Cumulative Record folder and the Academic Record Card, indication of the parental refusal should be made in the Guidance Folder and Mr. Hearne should be notified that the pupil, although qualified, may not be counted for reimbursement.

7. In organizing classes, special care should be taken to group qualified pupils in such a way that, when possible, they constitute a 51% concentration of the class. In addition to providing a better teaching-learning situation for such classes, a portion of the teacher's salary may be pro-rated for reimbursement. In classes where identified gifted pupils constitute less than 51% of the class, only expenses for identification and instructional materials may be counted for reimbursement purposes.

8. For proper accounting and reimbursement, each book requisition and purchase requisition for materials to be used in instruction of pupils who qualify as gifted under the reimbursement program (Hearne list) must be marked "GIFTED". Each warehouse requisition for materials for such use should be coded 223. Each purchase or warehouse requisition will be reviewed by the Director of Instruction following submission to the Purchasing Department.

9. Book and purchase requisitions for materials to be used in instruction of pupils who do NOT qualify as gifted under the reimbursement program, even though you may be enriching their program, should be coded to your regular budget.

RJG:sw
cc: Superintendent's Cabinet
Mr. Wilkes
Mr. Hearne
Mrs. Booth

RICHMOND SCHOOLS
James L. Merrihew, Superintendent
1108 Bissell Avenue
Richmond, California

Under legislation passed by the California Legislature, school districts may apply to the State Department of Education for reimbursement for excess costs incurred in the identification and education of certain mentally gifted minors.

Among the requirements to be met before application for reimbursement can be made is the granting of consent by the parent or guardian that the pupil be counted for reimbursement purposes. Additional funds thus received will be utilized to provide materials needed to meet the learning needs of these pupils.

Will you please complete the attached form and return it to school.

Yours truly,

_____
Principal

_____
School

- - - -

## Assigning Marks to Gifted Pupils

A serious problem that has generally emerged among California school districts is the problem of "academic standards," grading and equitable evaluation of the gifted pupil when he is placed among other gifted pupils.

Unfortunately, many parents withdraw their children from programs for the academically talented fearing that their child will be rated according to "unfair standards." The two most common situations in which this problem arises are (1) classes composed of the talented which are redistributed relative to their own high standards and graded according to an arbitrary "curve" and (2) academic "honors classes" which purport to give the pupil higher level subject matter and grade him according to his ability to assimilate material ordinarily presented several years in advance of his grade level. Both situations seem to be unfair to the pupil. Obviously, any grades in a pupil's record need to have some relationship to the standard total group at a given grade level.

If a given school skims off the upper five or ten percent of its population and artificially places it in a segregated situation, it still must view this sample in terms of its total pupil population. Otherwise, the grading system will be imcomprehensible at best and discriminatory at worst when it is interpreted by a college. It seems obvious that a skewed population cannot be expected to distribute "normally." It would seem that a large percentage of pupils receiving less than "B" grades in a special class for the talented would indicate something seriously the matter with the selection processes or the standards applied.

School personnel must be vigilant concerning the misapplication of statistical theory to the grading of gifted pupils in special programs. You cannot segregate out a highly specific and talented population and arbitrarily redistribute them according to existing standards. It has further been suggested that if pupils tend to receive less than "B" grades in special classes for the talented, there is strong indication that they have been misplaced or the standards are unreasonable, arbitrary and cruel. We need to take active steps to correct this dangerous situation before the parents of talented children begin to perceive that we are inflicting unreasonable "standards" upon their children.

## Instructional Purposes and Types of Materials Used

### A. Elementary

#### I. Strengthening of ability to communicate clearly and effectively

Building Word Power
Hanna and Hanna Spellers - Grades 5 and 7
New Webster's Collegiate Dictionary - 7th edition
Reading and Spelling - Grades 2 and 3 (Row Peterson)
Reading Skill Builders (Reader's Digest)
Webster's Biographical Dictionary
Webster's Dictionary of Synonyms
Webster's Geographical Dictionary

#### II. Experience in reference and research activities

Ambassador World Atlas
Compton's Encyclopedia
Golden Encyclopedia
Handbook of U.S. Coins
National Geographic
New Standard Encyclopedia
Pictorial Encyclopedia of American History
Who's Who in America
World Book Encyclopedia
World Map Puzzle Plaque

#### III. Growth of ability in critical thinking and problem-solving

Globe, Merged Relief (#3600 E-McNally Co.)
Maps: United States and Mexico
California Relief Map
World Map
Table Stand Slated Outline Globe

#### IV. Enrichment of mathematics background

Modern Computing Abacus
Decimal and Percentage Board
Exploring Arithmetic - Grades 1 and 2 (Webster)
Enlarging Mathematics Ideas (Ginn Workbook)
Exploring Mathematics Ideas (Ginn Workbook)
Extending Mathematics Ideas (Ginn Workbook)
Geometry (Ginn)
Basic Geometric Wood Forms

Lennes Arithmetic - Grade 7
Magneboard and Magnediscs
Math Workshop Materials (Encyclopedia Britannica Press)
Modular Arithmetic (Ginn)
Other Bases in Arithmetic (Ginn)
Perimeter Area Board
Place Value Board
SMSG Booklets - Grade 6
Understanding Sets (Ginn)

V. Enrichment of science background

Aquarium Kit
Westinghouse Atomic Power Plant
Geology Kit
Portable Electric Greenhouse
GSS Electric Viewer Microscope
Mineralogy Set
Miniature Green House
Model Oil Refinery Kit
Distillation and Petroleum Products Kit
Plant Science Kit
Slide Making Set
Sound of the Sea (Record)
Space Maps
Story of Rocks Kit
True to Life Books
Two Way Telegraph Set
Young People's Science Encyclopedia

VI. Development of esthetic appreciations

Canterbury Tales
Magic and the Sword (Greek Myths)
Modern Art Series
Widening Views and Activity Books - Grade 8
Windows of the World - Grade 8

VII. Education for effective citizenship

Beautiful California
Constitution of U.S. (Filmstrip)
Milestones to American Liberty - Meltzer (Standard Educ. Society)
Social Studies Library #6 Vol. 7 (Record)

B. Secondary

I. Strengthening of ability to communicate clearly and effectively

Barnhart American College Dictionary
French Dictionaries
French Tapes and Tests for the National French Contest, 1963
Magnetic Tape Rolls
Oral English - Crouchett, Granucci, Scharetg
Thorndike-Barnhart High School Dictionary - 3rd edition
Ugarte, Tapes for Gramatica Espanola de Repaso
Webster's New Collegiate Dictionary
Webster's Unabridged Dictionary

II. Experience in reference and research activities

American Diplomacy 1900-1950 - Kennan
Amherst College (Dept. of American Studies):
  American Imperialism in 1898
  Causes of the Civil War (American)
  Democracy and the Gospel of Wealth
  Desegregation and the Supreme Court
  Immigration - Our American Dilemma
  John D. Rockefeller - Robber, Baron or Industrial Statesman?
  Pearl Harbor
  Reconstruction and the South
  The New Deal - Revolution or Evolution
Arms and Men - Study of American Military History - Mills
Documentary History of the United States - Heffner
Economics of the World Today - Wilcox, Weatherford & Hunter
  (Harcourt Brace)
Encyclopedia of World History
Four Great Comedies
Great Expectations
Historical Atlas of World
Lewis and Clark Expedition, Vols. 1, 2 and 3
Lincoln Library
Literature Sampler
Machines That Built America - Burlingame
Men, Wages and Employment in Modern U.S. Economy - Soule

Scholastic Books Service: Emerging Africa
The Soviet Satellites
The Soviet Union
The Subcontinent of India
The Two Chinas

III. Growth of ability in critical thinking and problem-solving

Aero Relief Map of World
Globes
Wall Maps: Africa
Asia
Comprehensive Series
Latin America
United States
World History Maps (4 sets, with bases)
World Map
Civil War Maps

IV. Enrichment of mathematics background

Glossary of Arithmetic - Math Terms
Modern Mathematics - Topics and Problems (Filmstrips)
Modular Arithmetic - Marks, Smart, Purdy
Other Bases in Arithmetic - Marks, Smart, Purdy
Sets in Geometry - Marks, Smart, Purdy
Transparent Geometric Solids (Set)
Understanding and Using Sets - Marks, Smart, Purdy

V. Enrichment of science background

Color Chart and Map of the Moon
Earth Science
Green Plant
High School Chemistry Exams - Examinations Committee -
ACS, University of South Florida
The Earth's Crust
Soil Reaction Tester
Polaroid Film Squares

VI. Development of esthetic appreciations

Caedmon Recordings
Edna St. Vincent Millay
Longfellow
Edgar Allen Poe
Robert Frost
Carl Sandburg
Great American Speeches
Contemporary Authors - James Ethridge, editor
Cricket on the Hearth - Charles Dickens
Great Expectations - Charles Dickens, Modern Classics edition
(Harper and Brothers)

Ivanhoe - Sir Walter Scott
Land of the Pharoahs - Leonard Cottrell
Little Princess - Frances Burnett
Medieval Days and Ways - G. Harman
Meet the Presidents - Frances Cavanah
Midsummer Night's Dream - William Shakespeare (Folger Edition)
Scalps and Tomahawks - Frederick Drimmer
Tale of Two Cities - Charles Dickens
The Middle Ages - Dorothy Mills
The Crusaders - Knights, Castles and Feudal Life - Walter Buehr
Twelfth Night - William Shakespeare (Folger Edition)
When Knights Were Bold - Eva Tappan
Filmstrips: History of Western Culture
Rome, The Eternal City
Poetry Records: American Poetry to 1900
Famous American Story Poems
Glory of Negro History
Legend of Sleepy Hollow
Mark Twain Tonight
Negro Poetry for Young People
Poems of Carl Sandburg
Poetry of Edgar Allan Poe
Rime of Ancient Mariner
Speak Well
The Confederacy
The Union

VII. Education for effective citizenship

American Political Tradition - Hofstadter (Vintage Books)
Milestones to American Liberty (Standard Educ. Society)